## Directive vs. Non-Directive Education by LeAnna Benn

Directive	Non-Directive
Teacher is Director giving guidelines, standards, and reasons.	<b>♦</b> □Teacher's principle role is as Facilitator.
Knowledge is aimed at prevention.	<b>♦</b> □Knowledge is aimed at awareness.
<ul> <li>Knowledge alone is not enough - clear direction must be given.</li> </ul>	<b>♦</b> □Knowledge is key - more information and awareness given to the student.
A clear message is always given. No "neutral" position.	<b>♦</b> □Sex education is taught without moral distinctions.
<ul><li> Effective - Truth predominates.</li><li> The classroom may be the only</li></ul>	<b>♦</b> □ Affective - Emotions, opinions, feelings predominate.
place some teens are ever exposed to expected standards of behavior.	<b>♦</b> Public classrooms are not the appropriate place to give directions for expected behavior.
Decision-making skills which lead young people to make good healthy decisions are taught.	<b>♦</b> □Decision-making skills encourage young people to consider all options, enable and encourage
Judgments of behavior, not persons.	youth to make "appropriate" decisions.
Risks, diseases, emotional distress, and failure rates of contraceptives are discussed.	<b>♦</b> □Over-emphasis on non-judgmental attitudes.
Most teens do abstain while many others respond to "Secondary Virginity" and start over again.	<b>♦</b> □Contraceptives discussed with emphasis on use; failure rates downplayed. Little emotional distress discussed.
Abstinence is presented as the goal.	<b>♦</b> □Most teens will be sexually active, and the best that adults can hope for is that they will act "responsibly."
	<b>♦</b> □Abstinence is presented as a choice.